
Wasson High School: Colorado School of Innovation Business Plan

Mission: To provide bold, innovative, and inspirational instruction that will develop students into productive, competent 21st century citizens.



The Case for Innovation

Wasson High School is applying for status as a Colorado School of Innovation. A School of Innovation is an opportunity for educators to work with the community to experience an infusion of new ideas and educational solutions for the 21st Century. Innovative school reform pairs school-based management with school accountability and reciprocates with results in student achievement.

For students in historically low-performing schools, exposure to a high-performance learning environment is essential. When students experience high expectations and joyful but rigorous challenges that are just beyond each student's learning comfort zone, incredible academic results follow (Oregon Department of Education, 2005). To that end, teaching and learning in the classroom must reflect a balanced focus between the content that is expected to be mastered and the strategies that are essential to making sense of one's experience (NCREL, 2004).

With innovation, schools can enrich their curriculum and become empowered to find creative ways to market the school and recruit the finest instructors. That power is augmented by the active use of data from the student population to make learning decisions. With revitalized energy and new focus, the staff of a school will often take innovation and transform it to the realm of interactive. They can look outside of a school's four walls and find unique ways for the community to interact. In this way, Schools of Innovation can prepare a child for college or career, and motivate them to return and make their neighborhood a more vital place to live.

Confident and competent teachers are essential to closing the achievement gap and creating truly innovative schools (Wenglinsky, 2002). If students are going to be held to high standards, they need teachers who know the subjects and know how to teach the subjects. Yet large numbers of students, particularly those who are members of minority groups, are taught by teachers who do not have a background in the subjects they teach. Ongoing professional development is therefore vital to student achievement (ASCD, 2008). Innovation creates a school community that is supportive of professional growth and change.

Innovation is the key to addressing a significant problem at high schools across the country: closing the achievement gap between minority and non-minority students (ASCD, 2008). Schools of Innovation reinforce the belief that high levels of academic ability are to be recognized as a universal civil right – a right that should not be compromised for fear of being stereotyped based on one's identity or the social division to which one is assigned (NCREL, 2004). Innovation breeds inclusion.

For minority and low-performing students, the stakes are high. According to the California Dropout Research Project:

- High school graduates are 59 percent more likely to be employed in their lifetimes

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- High school graduates are 20 percent less likely to be convicted of violent crimes than students who drop out; 11 percent less likely to be convicted of property crimes; and 12 percent less likely to be convicted of drug-related offenses
 - High school graduates are 68 percent less likely than dropouts to depend upon any state or federal welfare program
 - The average salary for a high school graduate is \$30,400 – as compared to \$23,400 for a non-graduate or \$52,200 for someone with a Bachelor’s degree

Research has shown that because academic success is strongly associated with community and family environments, families and communities must be strengthened in their capacity to provide support for the academic and personal development of children. Schools must give greater attention to the promotion of feelings of trust in our schools, trust in the people who staff these institutions, and trust in the processes by which teaching and learning transactions are implemented. By creating schools with strong community partnerships and ongoing educational relationships, a School of Innovation can potentially create a new world of opportunity for *all* students – including those who have historically been left out.

As a School of Innovation, Wasson High School pledges to provide a rigorous, high-achievement learning environment for all students. We will support our teachers in becoming continual, explorative learners and outstanding non-traditional educators. We will provide relevant learning experiences that extend the walls of our campus to include our local community, the state, the country, and even the world. Wasson graduates will exemplify District 11’s vision of the ACHIEVE graduate – they will be confident of their value to the global community and prepared to make a significant contribution to the world of tomorrow.

SOURCES

- 1) Association for Supervision and Curriculum Development (ASCD), 2008. *Closing the achievement gap*. Alexandria, VA.
- 2) California Dropout Research Project, 2009. *Making the case for change: a new look at the impact of high school dropouts on the economy*. Los Angeles, CA.
- 3) North Central Regional Education Laboratory (NCREL), 2004. *All students reaching for the top – strategies for closing academic achievement gaps*. Chicago, IL: Learning Point Associates.
- 4) Oregon Department of Education, 2005. *Closing the achievement gap: Oregon’s model for success for all students*. Portland, OR: Office of Education Improvement.
- 5) Wenglinsky, H. (2002, February 13). “How schools matter: The link between teacher classroom practices and student academic performance.” *Education Policy Analysis Archives*, 10 (12).

Why Wasson High School?

For more than fifty years, Wasson High School has served northeast Colorado Springs with distinction as one of five comprehensive high schools in School District 11. However, the school has experienced a number of significant changes from 2003 to 2008 (the last year for which complete data is currently available):

- The Free and Reduced Lunch rate has increased from 38% to 52%
- The student population has increased from 28% to 44% minority
- The graduation rate has increased slightly from 73% to 78%
- Composite state test scores have not increased significantly over the past five years:
 - 35.39% scored proficient or above in 2008
 - 33.45% scored proficient or above in 2003

The achievement gap at Wasson is also significant:

- 38% of minorities are proficient in reading (69% non-minority)
- 33% of minorities are proficient in writing (45% non-minority)
- 10% of minorities are proficient in math (25% non-minority)
- 7.6% of minorities do not complete high school (4.3% non-minority)

The school has not made Adequate Yearly Progress (AYP) for the past four years, a problem that is largely attributed by administrators to unsatisfactory scores from minority groups and special education students. The school currently lacks a true formative assessment to identify gaps in learning as well as effective interventions to address those gaps. Despite these challenges, Wasson High School is not defined as a failing school by the Colorado Growth Model.

Declining academic achievement has contributed to serious recruitment and retention issues at the school. In 2008, 45% of Wasson's potential student body opted to "permit out" and attend another school, compared to a district-wide high school average of just 8.9%. Enrollment numbers overall have declined by more than 30% overall in the past five years. In 2010, homes in the Wasson boundary were surveyed as to why they chose to opt out of Wasson High School:

- 53% cited neighborhood safety concerns
- 31% cited concerns about student achievement
- 13% cited concerns about extracurricular offerings
- .05% wanted to place their children in a private school

Analysis of the data clearly indicates that Wasson High School must improve student achievement and reduce the achievement gap while providing a meaningful and relevant academic program to attract new students to its halls. Wasson must also commit to engaging the Colorado Springs community and connecting to local neighborhoods in order to impact community safety and create a more positive school culture.

Wasson is fortunate to have a strong core group of concerned parents and students. A 2009 survey of parents and students found that the diversity of the student body and unique curricular and extracurricular offerings – specifically those related to science and the performing arts – were viewed as particularly favorable. Through meetings with various parent groups and individuals, the community has indicated its overwhelming support for increasing the rigor and relevance of academic courses at Wasson as well as increased academic interventions and supports.

The Wasson community and its neighbors have also expressed support for this plan. In a 2010 survey, graduating seniors indicated that increased counseling and staff support was the most critical need at Wasson High School. 53% of the current teachers at Wasson indicate support for the business plan *as well as* the Innovation Application, which includes waivers that impact union-protected employment rights. More than 15 prominent community organizations, including the Fine Arts Center and El Paso County Sheriff's Office, have written letters of support for this project. The community surrounding the campus, including church groups and neighborhood associations, has indicated that it is in favor of revitalizing the school community at Wasson to increase safety throughout the area.

Compounding the sense of urgency in revitalizing Wasson is the fact that an estimated 40% of its incoming freshmen will come from nearby Galileo Middle School. In 2008, Galileo was reconstituted into a magnet school with an innovative science and math program that recently made AYP for the first time in six years. In just two years' time, the first wave of students who received an exceptionally high level of care and support at Galileo will enter Wasson's programs – and potentially lose the momentum that was so carefully crafted at the middle school level. The achievement of these students is a significant concern for the school district.

WHS: a Colorado School of Innovation

Colorado Springs School District 11 will transform Wasson High School from a traditional learning model to a Colorado School of Innovation beginning in 2010. This process will require the registered approval of a majority of the teachers and administrators currently employed at the school, a voted waiver of the Master Agreement, and the approval of an innovation plan submitted to the state.

In keeping with District 11's learning philosophy, the curriculum at Wasson High School is designed to be as rigorous and relevant as possible so that students will be prepared for the real world – whether that includes college or the world of work. Every student at Wasson will have the opportunity to perform at high levels, seek post-secondary opportunities, and become successful 21st Century citizens. Wasson High School will remain a “boundary school” and strive to serve those students who live within its geographic area, but will also seek to attract new students from outside of the boundary.

Following current research and best practices for transformational schools, the existing curriculum and structure will be replaced with a multi-strand approach that encourages learning and growth for all students. Wasson High School will integrate a rigorous career and college-preparatory curriculum with the option for students to pursue a course of study in one of three comprehensive upper-level Academies: Arts, Law and Leadership, or Science/Math. The academic environment will be further supplemented with new partnerships and community engagement strategies to increase internal supports, safety, and school attachment – characteristics that have been shown to eliminate the achievement gap in public schools.

Incoming students will be filtered through a freshman preparatory program and year-long Innovation Academy. The Innovation Academy will offer a general studies curriculum that is enhanced by an extra study hour and data-driven academic supports, as well as three intensive nine-week preparatory sessions to introduce Wasson's upper-level Academies: Arts, Law and Leadership, and Science/Math. Students completing the Innovation Academy will have the option of either remaining in the rigorous General Studies program or applying for acceptance to one of the Academies. Entrance to the Academies will be based on four factors: grades, attendance, citizenship, and an interview or audition score.

The upper-level Academies and General Studies curriculum will allow students to prepare themselves for post-secondary pursuits through accelerated coursework, internships with community partners, service learning opportunities, and concurrent enrollment options. In addition, each strand will include career certification programs designed for those interested in the world of work immediately after high school.

Through a unique, “green” instructional model that emphasizes respect for the local environment and partnerships with the community, Wasson will inspire students to become innovators who are prepared to solve the problems of tomorrow. Every Wasson graduate will

produce an Individual Career Achievement Plan and Senior Project or Learning Portfolio designed to demonstrate their learning and answer the question, “What commitment can I make to the world?”

The curriculum at Wasson will be aligned to the AVID (Advancement Via Individual Determination) system of instruction, which is based on the premise that *all* students can succeed if held accountable to the highest standard, provided appropriate academic and social supports, and encouraged to participate in enrichment opportunities. Wasson High School will also utilize District 11’s Response to Intervention (RtI) strategies for creating appropriate learning interventions for students – whether they are low-achieving or gifted.

The School Board of Colorado Springs School District 11 has established the following outcomes for student achievement. The revitalization of Wasson High School will allow Wasson’s staff and students to meet or exceed each of these outcomes. As a result of the innovations at Wasson, the school expects to meet or exceed the following goals:

Board Outcome	Wasson’s Goal
Achievement Gap is eliminated between/ among all subgroups.	Students from the major racial and ethnic groups at Wasson will meet or exceed the State’s adequate yearly progress standard within three years Participation in AP and Honors Courses by students from the major racial and ethnic groups at Wasson will increase by 50% 100% of Wasson teachers will design and use lessons based on Culturally Responsive Teaching practices
Every District 11 student will graduate with post-secondary and/or workforce readiness	Every student at Wasson will complete an Individual Career Achievement Plan (ICAP) and Senior Project or Portfolio to demonstrate post-secondary readiness
Every student will show adequate growth to become or stay Proficient and/or Advanced	100% of Wasson students will score Proficient and/or Advanced on the 2014 CSAP
Every student will have at least one supportive adult involved in his/her education	Every student at Wasson will be supported by a team of core teachers and provided an academic advisor for support
District 11 students and staff will demonstrate	Student’s Senior Projects and Portfolios will

the characteristics of the ACHIEVE graduate

be graded according to the ACHIEVE rubric

Teacher evaluations will be tailored to demonstrate ACHIEVE expectations

By 2014, Wasson students will outperform their peers by achieving higher growth rates and levels of proficiency on CSAP and ACT tests, higher attendance rates, and greater graduation and college placement rates as compared to similar schools. Wasson anticipates that the overall student count will increase by 50% (more than 1600 students), the attendance rate will increase from 87% to 95%, and the graduation rate will increase from 78% to 90%.

Through the successful and sustained implementation of this plan, students will experience several changes to their experience at Wasson, including:

- Innovative curriculum, including a rigorous General Studies curriculum and advanced, exciting upper-level Academies in Arts, Law and Leadership, and Science/Math
- Responsive interventions and individualized support for *all* students
- The opportunity to engage with community partners on multiple levels
- Enhanced extracurricular offerings
- An emphasis on post-secondary pursuits and community connections
- A chance to receive career-specific certification
- The completion of a Senior Project or Portfolio of Learning

The staff at Wasson will experience:

- A chance to attract new students that have an interest in their subject area
- A revitalized school that allows for even more rigor in the classroom
- An environment that follows sustainable and green practices
- Professional Development tailored to the Wasson Business Plan and ACHIEVE rubric
- Potential performance-based pay incentives

Finally, the entire community will experience:

- A revitalized school that strengthens the value of the Wasson neighborhood
- A chance to intertwine business objectives with student learning
- Job recruitment through student internships
- The opportunity to mentor students
- Increased student respect for the community environment

Risks inherent to this project include:

- Adequate funding to pursue and sustain improvements
- Management of administrative and teaching staff personnel changes
- Accountable interaction with community partners

Going Green!

To supplement its curriculum and community focus, Wasson High School will become the first comprehensive high school to **go green** in Colorado Springs.

Going **green** refers to the pursuit of knowledge and practices that lead to more environmentally friendly and ecologically responsible decisions that protect the environment and sustain a community. Weaving a commitment to “**go green**” into Wasson’s curriculum and activities will enhance student engagement and responsibility by connecting student learning to a topic with global implications and creating strong ties to the community.

Although Wasson students live in one of the most beautiful cities in the world, many students have yet to experience Pikes Peak or Garden of the Gods. Wasson’s teachers will connect curriculum to real world experiences and ideas, using the local environment as a learning laboratory. Whether Wasson students are working on a science project to protect the lizard habitat at Red Rock Canyon, participating in a land use survey for civics class, or helping young kids with an art project in a neglected neighborhood park, they will learn academically while embracing the concepts of citizenship and responsibility.

Going **green** will provide Wasson staff with the opportunity to engage new and diverse audiences to motivate and educate students. Experts believe that 50% of the top jobs in the next twenty years will be connected to health and environmental concerns. Community partnerships with corporations and nonprofit organizations will produce mentorship and internship relationships, as well as the opportunity for community-based learning. For students, these **green** partnerships will transform their view of traditional career pathways – leading to a citizenry that is committed to their community and confident in their ability to find a meaningful place within it. Senior Projects and Individual Career Achievement Plans will ask students to answer the question, “What is my commitment to the world?”

To further demonstrate its commitment to going **green**, every teacher, student, and staff member at Wasson will follow sustainable and **green** practices. The administration will sponsor school-wide recycling and composting programs as well as phased-in, energy-wise changes to equipment and facilities. Purchases at the school level will be environmentally friendly and made with recyclable materials whenever possible. An all-organic community garden will be established on the grounds, with the bounty going to the school’s cafeteria or local hunger outreach organizations.

“**Going green**” will enhance Wasson High School’s ability to use innovative approaches and technologies to engage students and create a phenomenal connection between Wasson, its students, their parents, and the entire community.

Addressing Academic Achievement

AVID Implementation

School leaders committed to the success of all students have a unique opportunity, a rare privilege and an absolute responsibility to create and foster a school culture that encourages and enables students not only to dream, but more importantly, to realize their dreams. By implementing the AVID (Advancement Via Individual Determination) program school-wide, Wasson High School will support college and career readiness for *all* students – not just those who choose to participate in an elective program.

The mission of AVID is to ensure that all students will:

- Succeed in the most rigorous academic curriculum
- Participate in extracurricular and mainstream activities at the school
- Complete a college preparatory path
- Increase enrollment in four-year colleges
- Become educated and responsible participants and leaders in a democratic society

AVID's systemic approach to learning is designed to support students and educators as they increase school-wide learning and performance. Throughout its 28-year national history, AVID has seen a 90% success rate in moving students from high school to college. Students in the AVID program have better graduation rates, class attendance and higher scores on the CSAP tests. Furthermore, the AVID program is endorsed by the National College Board as one of the best school reforms to increase student achievement.

The AVID program at Wasson was initially designed for students in the middle range of academic achievement (GPA 2.5-3.5). The average GPA for Wasson AVID students is 3.61 as compared to an average GPA of 2.15 for the entire school. Most current AVID students at Wasson are first generation college students, and many qualify for Free and Reduced Lunch – a federal measure of poverty.

Wasson High School will implement AVID curriculum and instruction school-wide beginning in the 2010-2011 school year. To achieve this goal, a team of teacher-leader representatives from each of the core subject areas will develop a plan to expand the current AVID program while promoting equal access to a high-performance curriculum for all students. These teachers will serve as advocates within their individual departments for the adoption of a rigorous course of study, tutoring supports, relevant reading and writing curriculum, and inquiry-based, collaborative instruction. All teachers at Wasson will participate in extended professional development opportunities that address the AVID system of instruction.

Within five years, Wasson High School will apply for status as an AVID Demonstration School, an honor which indicates strength of school culture and the implementation of a responsive educational system that anticipates student needs.

Response to Intervention (RtI)

It is the goal of District 11 to ensure that all children have access to high quality instruction and learning opportunities and that struggling learners – whether they are low-achieving or gifted – are identified, supported and served early and effectively within the instructional framework of Response to Intervention (RtI).

Response to Intervention (RtI) is a multi-tiered, collaborative approach to provide academic and behavioral supports to struggling learners at an increasing level of intensity. The goal of the program is to meet the needs of all students at risk for failure, regardless of their qualification for a special-needs program. RtI is an individual, comprehensive, student-centered problem-solving process that can be implemented in the general education classroom. RtI engages educators and families in an effective and collaborative partnership, enhances communication and pools expertise and resources that benefit schools and students.

Response to Intervention (RtI) uses systematic monitoring of student progress to track student success. Educators employ research-based interventions in their efforts to increase student achievement. A student's lack of response to regular education interventions becomes the determinant of need for additional, more intense interventions. RtI encourages teachers to maintain a greater awareness of their student's individual learning needs, and equips them to respond to those needs in an immediate and urgent fashion. In addition, RtI provides instructors with instructional delivery support through co-teaching and assistance with developing and implementing educational modifications and accommodations designed to meet the needs of all learners.

Wasson High School employs several interventions at each tier of the RtI process. Interventions begin in the classroom at Tier I. Students not progressing at Tier I can move to Tier II through two options: standard protocol interventions selected by the school; or a problem-solving team approach, which is most effective for students with multiple skill deficiencies.

Tier I

The RTI process begins with high-quality instruction and universal screening of all students in the general education classroom. Struggling and advanced students are provided classroom supports in the general education classes and their progress is monitored. Educational decisions about the intensity and duration of interventions are based on individual response to instruction. Wasson employs several strategies at the Tier I level, including AVID, Marzano, and Love and Logic. As each of these strategies are implemented, data is collected, monitored, and adjusted based on the student's individual response to the intervention.

Tier II

Students who make inadequate progress at Tier I receive supplemental instruction targeted at specific skill deficits. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational

decisions about the intensity and duration of the interventions are based on individual response to instruction. Tier II interventions at Wasson include:

Co-Teaching

Wasson exemplifies inclusive instructional practice to engage learners of all levels. Currently, Wasson offers co-teaching in selected content areas in grades 9, 10, and 11. Co-teaching models currently employed at Wasson include that of a general education teacher and a special education teacher, and that of two content specialists in an Advanced Placement setting.

READ180

READ180 is a comprehensive reading intervention program designed to meet the needs of struggling readers in grades 9 and 10. The program directly addresses individual needs through differentiated instruction, adaptive and instructional software, high-interest and non-fiction literature, and direct instruction in reading, writing, and vocabulary skills. Students participating in READ180 typically receive 90 additional minutes of support each school day.

ALEKS

Assessment and LEarning in Knowledge Spaces (ALEKS) is a Web-based mathematics assessment and learning system. ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows or doesn't know in a given course, and proceeds to instruct the student on the topics he or she is most ready to learn. As a student works through a course, ALEKS periodically reassesses the student to ensure that new topics learned are also retained.

Current Issues

Current Issues is a course design to build student's self-determination skills. This class is designed to support the Freshman Academy and identifies 9th and 10th grade students in need of self-determination skill development. Students are selected via teacher referral, grades, attendance, MAPS and CSAP testing, and student interviews. Students learn the skills of goal setting, learning styles, self-advocacy, self-efficacy, and exit the program with a Personal Learning Profile.

E2020

E2020 is an online program for credit recovery and original credit. Courses offered include: Pre-Algebra, Algebra, Topics in Math, Economics, Language Arts 1 – 8, US Government, US History, Psychology, Sociology, Biology, Chemistry, Earth Science, Geography, Physical Science, Health, and Computers.

Tier III

Students whose progress is insufficient in Tier II are referred to Wasson's Problem Solving Team to determine if more intensive interventions are needed. At the Tier III level, the intensity,

duration and/or frequency of the intervention will increase. These interventions target specific skill deficiencies:

Study Skills

Study Skills offers intensive instruction based on academic and/or affective needs. Students are recommended for placement in Study Skills based upon teacher referral, grades, behavior, and attendance. Wasson's dedicated Study Skills center will be available to students before, during, and after school, and will be staffed by a dedicated support person and rotating teams of teachers. Students at the Tier III level will have one dedicated class period dedicated to Study Skills.

Successmaker

Successmaker is a computer-based program that provides students with adaptive, personalized paths for mastery of essential reading and math concepts and delivers outcome-based data to inform further educational decision making.

The school district currently supports the implementation of Response to Intervention (RtI) strategies in every classroom, at every school and will continue to provide this support for students at Wasson High School. Successful implementation requires continual changes in the way general education, gifted education, and special education personnel engage in curriculum, assessment, instruction, and interventions. Through the provision of a grant received from CDE, Wasson High School will employ one additional Interventionist to serve the needs of learners in grade 9, with a focus on minority students and closing the achievement gap. RtI will complement the student-based, rigorous and relevant curricular approach adopted by Wasson High School through the AVID program and Academy approach.

Additional Learning Supports

Wasson is proud to offer additional learning supports to its students. While Freshmen students will have one extra study session built into their school day, the following supports will remain available to students at every grade level. School administration will regularly review the academic needs of its students to ensure that meaningful and appropriate academic supports are being offered.

Wasson After Hours

Tutoring is currently available to all students at Wasson in the Study Skills center. General education and special education instructors are available for one hour after school, four days per week. Students can elect to participate on their own or be referred by an instructor. This resource allows students to receive extra help and support in completing assignments and building life and study skills.

Saturday School

Students may attend the Saturday School every Saturday from 8:00-11:30 a.m. for additional tutoring and academic support, ACT preparation, or credit recovery.

Closing the Achievement Gap

Wasson High School's plan to close the achievement gap is multi-tiered and student-centered, following the recommendations of both the Association for Supervision and Curriculum Development (ASCD) and the North Central Regional Education Laboratory (NCREL). Multiple studies have shown that four major components are related to the underperformance of minority students in school: personal and emotional stability, family involvement, social and environmental responsiveness, and school climate. Wasson High School will utilize a comprehensive approach to address each of these issues in an environment that is supportive of achievement for *all* students.

Wasson High School will target incoming freshmen minority students in a multi-tiered approach to close the student achievement gap by 2014 through student mentorship and extended community-based learning programs; increased parental involvement; increased academic and behavioral interventions; and culturally responsive teacher professional development.

Community Partnerships

Wasson High School has committed to a community school model in 2010. A community school is both a place and a set of partnerships between the school and other community resources. Its integrated focus on academics, youth and community development and community engagement leads to improved student learning, stronger families and healthier communities.

To support this concept, Wasson has developed relationships with multiple nonprofits and businesses in the areas of art, health and human services, law, leadership, and science. Wasson's teachers are expected to connect their curriculum to real world experiences and ideas, using project-based work with community partnerships with as a learning laboratory.

Mentorship

The school will also partner with local businesses to acquire mentors for every "at-risk" identified student at the school. Through a partnership with the League of United Latin American Citizens (LULAC), 25 mentors will be provided in 2010, and 50 in 2011. Similar relationships are being explored with Boeing, Goodrich, Lockheed Martin, and the University of Colorado at Colorado Springs.

Parent Education Nights

To fully support the involvement of parents in the academic process, Wasson will host and promote regular Parent Education Nights to share instructional strategies and extended learning opportunities, create individual career and academic plans, and provide resources for homework support, college planning, financial aid, ACT and SAT preparation. Core teacher teams will participate in expanded Student-Parent-Teacher Team conferences to further improve communication with families, and families will be invited to participate in many of the community partnership activities taking place.

Academy Coordinator

To facilitate these opportunities, Wasson will hire one full-time Freshman Academy Program Coordinator to design and implement student mentoring and extended learning opportunities, guest speakers from the community and industry, and parent education programs.

Dedicated Interventionist

In addition, one Interventionist will be hired to work exclusively with freshmen minority students, whether they are high or low-performing. The Interventionist will use data to identify students' academic and behavioral needs and provide intervention services within the regular classroom, working in collaboration with regular core subject teachers. Research has shown that in-class interventions and collaboration with core teachers is much more effective than programs that pull the student out of class, and that minority students in particular benefit from integrated interventions rather than external approaches.

Culturally Responsive Professional Development

Nationally recognized experts from the Center for Culturally Responsive Teaching and Learning (CCRTL) in Los Angeles will assist a cadre of 20 Wasson teachers (four from each core subject area – Language Arts, Math, Science, Social Studies, and Electives such as Art, Foreign Language, and P.E.) in developing and implementing teaching strategies that will be fully integrated into the school's culture by 2011.

CCRTL's comprehensive professional development package is designed to accomplish three objectives: 1) Build teachers' background knowledge in the cultures and languages of underserved students; 2) Build teachers' skill level in five specific instructional strands; and 3) Create exemplary classroom models at school sites for emulation. To meet these objectives, the professional development package selected by Wasson High School is presented in three levels, each layer acting as a scaffold to full implementation.

The first level of training involves four full-day sessions of knowledge and content building. For most teachers, Culturally and Linguistically Responsive teaching (CLR) is a new concept that has been misunderstood and/or misconstrued. After experiencing the first layer of training, teachers at Wasson will have a solid understanding of the socio-historic connection to present-day systemic failure and why culturally and linguistically responsive teaching is necessary.

The second level focuses on classroom instruction and building teachers' skill level capacity. In this tier, educators are provided with specific, detailed instruction on how to infuse Culturally and Linguistically Responsive (CLR) strands with instructional strategies and classroom activities on a day-to-day basis. Level two includes one full day of training.

The third level of training brings professional development directly to the classrooms through demonstration lessons with actual students and a coaching component to provide critical feedback to 8-10 practitioners who will become a culturally responsive cadre at the school. Direct school support comes in three forms – demonstration lessons by experts, coaching with an expert, and establishing a critical peer group.

Enhancing the Curriculum

Colorado School of Innovation (CSI) Prep – Summer Academy

Matriculating students will attend one or more “Wasson CSI Prep” programs in the summer between eighth and ninth grade to improve their basic skills in literacy, math, and science. The curriculum for these two-week programs will be project-based and taught by highly qualified teachers and volunteer adjunct faculty in a mentorship setting. Colorado School of Innovation (CSI) Prep will provide a general orientation to the distinctive curriculum at Wasson High School while preparing Wasson students to be successful in an academically rigorous environment. Students will be identified for participation in this program based on academic and social need through a collaborative process between middle school and Wasson High School staff. Moreover, students not identified for the program may choose to attend on a voluntary basis.

Innovation Academy

Research abounds regarding the benefit of freshmen academies to help students in transitioning from middle to high school. All freshmen students at Wasson High School will therefore be required to enroll in the year-long Innovation Academy. The structure of the Innovation Academy is intended to boost student’s self-perception, self-worth, academic performance, behavior, and attendance, areas that are often a struggle for incoming high school students.

The Innovation Academy is an enhancement of Wasson’s current Freshman Academy model, and will use a multi-pronged, interdisciplinary approach to address the individual learning needs of freshmen students. Currently, 60% of Wasson’s incoming freshmen are below proficient in reading, writing, and math. To prepare these students for rigorous upper-level coursework, freshmen will be assigned to teams of four core teachers (language arts, social studies, science, and math) that work together for the benefit of the students on their team. This approach helps the teacher to focus on a specific group of students and allows for stronger student-teacher relationships. The process also allows for teachers to use common planning times to address student issues and facilitates an interdisciplinary focus across all core content areas.

The curriculum will consist of quality core classes in language arts, science, math, social studies, foreign language, and health, as well as a series of nine-week exploratory classes that expose students to concepts and teachers from each of Wasson’s upper-level Academies. The Innovation Academy will include a required Freshman Seminar class period that allows time for organizational skills, mentoring, and homework help each day, as well as a diverse system of dedicated freshman activities and clubs that incorporate experiential and service-learning opportunities in the local community. Freshmen will also benefit from increased counseling opportunities and academic interventions as well as consistent academic and behavioral expectations.

Another addition to the current program will be the option for students to choose from a menu of nine-week seminars designed to introduce them to concepts from the Arts, Law and Leadership, and Science/Math Academies. These seminars will be designed to allow students the opportunity to explore areas of interest prior to deciding which course of study, if any, they would like to pursue. The nine-week seminars will also include exposure to Wasson’s diverse range of Career and Technical Education offerings, including automotive, biomedical, and teacher cadet.

By the end of their freshman year at Wasson, students will complete an Individual Career Achievement Plan (ICAP) and declare their intent to enter one of three upper-level Academies or remain in the general curriculum strand. As part of their ICAP, all students will be required to identify potential elective courses and internship/mentorship experiences that tie to their selected career or college path.

General Curriculum

All students at Wasson High School will enroll in core classes in science, social studies, math and language arts, the content of which is designed to ensure that all students meet or exceed Colorado State Standards. In addition, students may choose from a wide variety of electives designed to enrich their educational experience.

All students will complete the required core courses and will have the option to pursue a particular course of study through one of three upper-level Academies: Art, Law and Leadership, or Science/Math. Students may also choose to participate in a broader educational experience by selecting from quality electives within and outside of the Academies. All students, regardless of their chosen path of study, will be career and/or college prepared upon graduation from Wasson.

General curriculum classes will be supplemented by AVID instruction and Response to Intervention (RtI) strategies. Teachers of general studies courses will be expected to connect their lessons to the local community, and to emphasize a “green” approach. All students at Wasson, regardless of their curricular strand, will be expected to produce a Portfolio of Learning or Senior Project. The curriculum at Wasson will continue to align to state standards in a rigorous and relevant manner and provide academic and social support to all students.

Upper-Level Academy Concept

Upper-level (sophomore, junior, and senior) students will have the option to pursue their education in one of three dedicated learning academies, each of which is separated into at least three comprehensive learning tracks. All students at Wasson will have the opportunity to take classes within any of the Academies’ curricular strands without officially entering that Academy, providing that the student meets all of the course prerequisites.

Arts Academy

The Arts Academy encourages students to take risks and explore new mediums and opportunities for artistic expression. The Arts Academy contains several levels of programming to serve the needs of every student in an atmosphere that will help them nurture visual ideas,

use digital computer technology to enhance their art, master the art of cooking, develop the emotional powers that music can bring, or make a personal statement in theater. Students in this program will become goal-oriented and self-directed learners that are able to work independently but know the value of a creative team. The Arts Academy offers creative students a chance to participate in many cross-curricular, integrated projects with an emphasis on student publication and the creative method.

The Arts Academy will provide students with access to Colorado Springs’ most qualified arts professionals. Through interaction with their instructors and a series of artists-in-residence, students will have exposure to art specialists that will inspire and motivate them while enhancing their artistic skills. A volunteer Advisory Board comprised of parents, teachers, and art professionals from each of the disciplines pursued at Wasson will meet monthly to guide the overall direction of the Arts Academy and provide opportunities for arts-related collaborations, mentorships, and volunteer opportunities.

During their junior and senior year, students will have the chance to apply for internships pertinent to their art focus area. Seniors will be assigned mentorships and have the opportunity to collaborate with art professionals in their respective fields as well as workshops to prepare their college applications. At the completion of their senior year, all students will complete a Senior Projects and produce evidence of learning in portfolio format. Students will showcase their work in a special evening dedicated for the community to witness the talents of graduating Arts Academy students.

Wasson students of the arts will also have the opportunity to create environmental art. Visual arts will use the environment as subject matter or create art from recyclable materials. Culinary Arts students will cook with natural foods from organic gardens they grow themselves. All areas of the arts will strive to incorporate the environment and sustainability into their programs.

Within the Arts Academy, students will experience a sequential, standards-based curriculum in each of seven art forms. By the end of their junior year, Arts Academy students will declare an area of focus for the majority of their studies:

Communication Arts	Culinary Arts	Visual Arts	Dance
Audio-Visual Production	Cooking Labs	2-Dimensional Design	Ballet
Broadcast Journalism	Cost Control	Ceramics	Ballroom
Communications	Kitchen Basics	Commercial Art	Hip Hop
Digital & Interactive Multimedia	Menu Planning	Environmental Design	Specialized
Film	Nutrition	Drawing	Contemporary
Media Literacy	Purchasing & Inventory	Painting	Jazz
Speech	Safety & Sanitation	Printmaking	
	The Art of Service	Sculpture	
Music	Theater	Technical Theater	
Band	Acting	Audio/Sound	
Choir	Dance	Carpentry	

Composing
Conducting
Music Theory
Orchestra
Percussion

Improvisation
Playwriting
Production Design
Stage Combat
Theatrical Production

Costuming
Lighting/Electricity
Set Design
Stage Management
Theatrical Production

Students will also have the opportunity to participate in arts-related clubs and activities such as Art Club, Band, Choir, Cooking Club, Orchestra, School Broadcasting News, Photography Club, Show Choir, Theater, and Yearbook. They will participate in community partnerships with the Business of Art Center, Colorado Springs Children’s Chorale, Colorado Springs Fine Arts Center, Colorado Springs Philharmonic, Colorado Springs Conservatory, Colorado Springs Youth Symphony, FutureSelf, Imagination Celebration, and Manitou Art Theater.

Students will be heavily supported by classes that provide multiple levels of skills-based training and extended learning opportunities outside the classroom. Lectures and field trips will be scheduled not only for students but also for parents and community members.

Law and Leadership Academy

The Law and Leadership Academy is designed for students with an interest in pursuing the fields of law, government or community leadership. Students in the Law and Leadership Academy will be challenged with a rich liberal arts and social sciences curriculum that fosters a sense of responsibility to lead and improve their local, state, national and world communities.

The Law and Leadership Academy will offer a core high school curriculum aligned to national and state civics standards that meet college admission expectations. Additionally, students will participate in courses to learn about specific social and legal issues that relate to law, government, and community leadership such as Colorado Constitutional Law, Community Involvement, and Energy Law and Regulation. Seniors will produce a portfolio of case studies and legal work and participate in a Senior Project that involves collaboration with a community partner on a notable real world issue such as family court advocacy, city government procedures, or land use planning.

A Service Learning Advisory Council composed of nonprofit and business leaders will direct the overall direction of the academy, and help students contribute to community development by participating in 200 hours of required community service before graduation. An environmental law track will expose students to the regulation and policies that govern the use of our land and natural resources, while providing them with internships and field studies to experience these issues firsthand.

In their junior and senior years, students in the Law and Leadership Academy may choose from three curricular tracks: Civil & Criminal Law, Environmental Law and Leadership and Constitutional Law. Each track will consist of required general education and AP courses, plus a specialized elective curriculum:

Civil & Criminal Law

Leadership & Constitutional Law

Environmental Law

Criminal Investigation
Criminal Procedure
Criminal Defense
Family Law
Juvenile Law
Trial Law

Civil Rights Legislation
Community Involvement
Public Speaking & Debate
Election Law
Local Government
Colorado Close-Up
Immigration & Citizenship Law
Colorado Constitutional Law

Public Land Law
Energy Law and Regulation
International Environmental Law
Land Use & Planning
Mining & Energy & Water Law

Students will have the opportunity to participate in law-related clubs and activities such as Debate Team, Junior Law Enforcement Academy, Mock Congress, Moot Court, Police Ride Along, Service Learning Action Committee, Student Council, and Teen Court. They will also participate in community partnerships with Court Appointed Special Advocates – CASA (Legal Advocacy, Family Law), Colorado Legends and Legacies Youth Corps - CLLYC (Public Lands), Citizen’s Project (Constitutional Law), City of Colorado Springs, Colorado Springs Police Department, El Paso County Sheriff’s Department, TESSA (Domestic Violence), and Teen Court. Law and Leadership students may also facilitate alternative disciplinary programs for students at the Elementary and Middle School level.

Science/Math Academy

The Science/Math Academy is committed to providing an outstanding education in the mathematic and scientific disciplines that are fundamental for college-bound students planning on pursuing studies in scientific disciplines. The curriculum fully integrates mathematics, life sciences, physical sciences, and earth sciences to promote the acquisition of critical thinking, independent learning, problem solving, and sophisticated communication skills. The Science/Math Academy will focus on the relevant application of scientific concepts and use of mathematics and science in real-world applications.

The topic of mathematics is inherent to each of the science classes presented in the Science/Math Academy. As the Academies continue to evolve in future years, Wasson High School will create a defined, innovative mathematics strand that is aligned to District and building goals as well as 21st Century learning skills.

In the Science/Math Academy, students will participate in inquiry-based learning activities that explore real-world questions through the scientific method. A Scientific Advisory Board composed of working scientists and mathematicians will guide the direction of each curricular path and facilitate class and individual projects. Seniors will participate in a team-oriented Senior Project that involves collaboration with a community partner on a notable real world issue.

A new focus on environmental science will explore such issues as climate change, human population dynamics, natural resources, and ecology. Students will also partner with local environmental organizations to build trails, take water samples, inventory wildlife, and explore the natural environment and ecological diversity of the Pikes Peak Region.

In their junior and senior years, students in the Science Academy may choose from three curricular tracks: Physical Science, Life/Medical Science, or Environmental Science. Each track consists of a menu of advanced general science courses and electives as follows:

Physical Science	Life/Medical Science	Environmental Science
*University Astronomy	Nutrition and Food Science	Environmental Science
*University Physics	Kinesiology	*University Ecology
Introduction to Small Engines	**CNA Program	Advanced Horticulture
Robotics	**EMT Program	Current Environmental Issues
AutoCad	*University Biology 101	Ecology & Diversity
Alternative Engineering	Anatomy	Human Population Dynamics
Engineering	Introduction to Medical Sciences	Natural Resources
	Human Anatomy & Physiology	Environmental Ethics & Policy
	Community Health & Epidemiology	
	Transplant Science	
	**Biomedical Science	

- * Dual credit options
- ** Certificate programs

Students at Wasson will choose from a variety of science classes including but not limited to: Biology, Chemistry, Geology, Horticulture, Oceanology, Physics, Scientific Method and Technology, and Zoology. All students at Wasson High School will have the opportunity to participate in science-related clubs and activities such as Colorado Legends and Legacies Youth Corps – CLLYC (Public Lands), Ecology Club, Math Club, Math, Engineering, Science Achievement – Mesa, Outward Bound, Science Club, and Trail Builders. They will participate in community partnerships with Catamount Institute, Cheyenne Mountain Zoo, Peak Vista, Penrose Hospital, Rocky Mountain Field Institute, and the Trails and Open Space Coalition.

Portfolio of Learning/Senior Project

Every graduating senior will produce a Portfolio of Learning or Senior Project. These products will be directly tied to a student’s Individual Career Achievement Plan (ICAP), which is completed as part of the Innovation Academy, and will become part of the graduating student’s portfolio in preparing for post-secondary work at the career or college level. Guided by homeroom advisors, the Portfolio and/or Project will become the culminating work of a student’s unique educational experience at Wasson.

The Portfolio of Learning is a living document that encompasses the student’s best work from their experience at Wasson. The Portfolio will be created at the direction of a course instructor or school counselor in direct collaboration with the student. A finished Portfolio might include samples of essays written, experiments performed, or artwork created. Professional standards will be strictly adhered to, and multimedia/electronic submissions will be encouraged.

The Senior Project will be approached in a two-semester sequence wherein student teams complete a substantial project sponsored by an institute of higher education, a nonprofit agency, or a corporate entity. Senior projects will be developed at the direction of the course

instructor and mentors from the sponsoring organization(s). Each project will be completed by teams of two to four students building 21st Century skills and will include, but not be limited to: identification of a real world issue or opportunity, partnership with sponsor organizations, sound research, documentation of results, professional communication and presentation of the completed project, and the recommendation of next steps.

In keeping with Wasson's commitment to community and its **green** theme, each student will be asked to address the question, "What commitment can I make to the world?" in their Portfolio and Projects.

Certificate Programs/Concurrent Enrollment

Through a partnership with Pikes Peak Community College and Penrose Hospital, students at Wasson High School can earn a career certificate in one of the following areas:

Arts

Graphic Arts, Marketing

Law and Leadership

Criminal Justice

Science

Biomedical Science, EMT (Emergency Medical Technician), Energy Technology, Natural Resources, Water Distribution and Collection Systems

General Studies

Automotive, CAD Drafting, Catering, Early Childhood Education, Food Service Management, IT Administration, Teacher Cadet

Students who wish to get a head start on their college careers may participate in concurrent enrollment programs with Pikes Peak Community College, CSU-Pueblo, CU Gold, or the University of Colorado at Colorado Springs.

Extracurricular Programs

Wasson High School offers a wide variety of high-quality extracurricular programs to its students. Athletic programs are year-round and include Cross Country, Football, Softball, Golf, Soccer, Tennis, Volleyball, Basketball, Wrestling, Swim & Dive, Baseball, Track, and Cheerleading. Wasson also offers an Art Club, Chess Club, Drama Club, DECA (Marketing), Forensics, FCA (Fellowship of Christian Athletes), Gear Up, Go Club, German Club, Math Club, Japanese Club, Mock Congress, MESA (Math, Engineering, Science Achievement), National Honor Society, Photography Club, Reader's Advisory, Science Club, SCUBA Club, SLAC (Service Learning Action Council), Student Government, Spanish Club, VICA Skills, Yearbook, and Writer's Forum. Additional clubs and activities will be coordinated in the areas of Arts, Law and Leadership, and Science/Math to supplement the Academy concept.

School Safety

When Sean Dorsey became the principal at Wasson three years ago he had two major goals - student achievement and safety. Thanks to his efforts, Wasson is a safe school. In 2008-2009 there were only 18 documented disciplinary problems in a school of 1,050 students – well below the district average for office referrals at the high school level.

The principal has created this safe environment by enforcing a strict no-tolerance policy and by designing a discipline matrix that emphasizes consistent and fair consequences. Mr. Dorsey believes in 100% follow-through. He also believes in clear communication and assisting the students in taking ownership for their actions. Through Mr. Dorsey and his staff's diligence, the Wasson climate has benefitted with continual and constant improvement in the area of school safety.

To build upon Mr. Dorsey's success and enhance relationships with the community, Wasson High School will create partnerships with area businesses, nonprofits, and community organizations to participate in mentoring relationships, volunteer opportunities, and school projects. The grounds at Wasson High School will be improved through the work of a Campus Advisory Board composed of students, parents, teachers, and community members, who will work to create a sustainable, **green** landscape and community garden for all to enjoy.

Creating Confidence and Competence

School District 11 recognizes that student achievement is directly related to teacher confidence and competence. In 2009, Wasson feeder school Galileo Middle School achieved Adequate Yearly Progress (AYP) for the first time in six years through a model of intensive professional development for teachers. To revitalize Wasson High School, School District 11 will employ a model similar to the one used at Galileo – which will result in a smooth transition for the exceptional magnet students at that school as they make their way into high school.

Teacher Profile

All teachers at Wasson are expected to meet or exceed the following evaluative requirements, which align to District 11's vision of the ACHIEVE graduate:

Academically Prepared

Design and implement a college-preparatory, community focused course of study that systematically builds students' capacity to demonstrate college level work across the curriculum.

Reflect on their successes and challenges, utilize new strategies to reach every student, and find resources to maximize student learning.

Continue to be intellectually curious and demonstrate the habits of mind that lead to lifelong learning about their craft, their students and their content.

Culturally Competent

Recognize, value, and respect the broad spectrum of ethnicities and cultures in the school community and teach students to collaborate effectively with individuals from different backgrounds.

Use instructional strategies to understand the contributions of different cultures and recognize and draw upon the diverse cultural assets within their classrooms and community.

High-Functioning Team Member

Appreciate and respect diversity and work effectively with people from other cultures, backgrounds, and fields of expertise.

Are receptive to other's perspectives, welcoming differences in interpretation and judgment, and are able to revise and expand their own views.

Have worked/volunteered in a field related to their content area or are willing to engage in related work experiences

Innovative Thinker and Problem Solver

Understand and model for students how to address complex problems, collect, analyze and synthesize information from a range of sources, tolerate ambiguity and uncertainty, and produce potentially viable solutions.

Use problem solving skills to recognize and act on the needs of individual students, colleagues, and the school community.

Use an inquiry-based model of teaching that enables students to actively manipulate ideas in order to construct knowledge, solve problems, and develop their own understanding of the content.

Effective User of Information Technology

Proficient in the use of essential digital media and communications technologies and use them to communicate and work across national and regional boundaries.

Evaluate, critically select, and use various forms of media, art and technology in lesson design and implementation to maximize student engagement.

Vital Participant in Civic Responsibility

Have a deep understanding of their individual content and connect their content area to authentic global issues and perspectives.

Understand and stay up-to-date on current world events, international issues, and global debates and help students gain understanding of these through daily interactions.

Committed to behaving ethically toward students and other members of the school community.

Effective Communicator

Demonstrate proficiency in and model the essential skills of reading, writing, comprehending, listening, speaking and viewing of media necessary for student learning in their content area.

Develop and present information in an articulate and persuasive manner, orally, in writing, and through digital media.

Staffing Plan

With the implementation of upper-level Academies in the Arts, Law, and Science, Wasson will require teachers with specialized experience in each of these areas. To supplement the existing staff, Wasson will hire adjunct faculty for each of the Academies with advanced degrees and significant work experience in their area of expertise. Volunteers from the community will enhance these programs by providing their assistance to teachers throughout the year. For example, a professional dancer may lead a workshop in ballet, and a Division of Wildlife

Employee might assist with conservation efforts. To increase overall student achievement in mathematics, Wasson will hire professionals in the field or university professors to teach upper-level mathematics courses.

Furthermore, Wasson High School will employ three tiers of teachers to ensure the success of its students and the confidence of its teachers:

- **Career teachers** are in the classroom full time and attend cluster meetings once per week. They typically teach one or two academic subjects at multiple grade levels.
- **Mentor teachers** are in the classroom 75% of the time, lead a cluster meeting once per week and observe and coach teachers routinely. They are assigned to one subject area or learning academy and have demonstrated exceptional teaching skills.
- **Master teachers** are in the classroom 50% of the time, lead several cluster meetings per week and observe and coach several teachers each week. They are “department chairs” with a mastery of their academic subject and exceptional teaching skills.

Wasson’s staffing model will be revised to reflect changes to the curriculum and student support system, using the formula ($\text{Enrollment} \times 6.2 / 4.6 / 29$). This formula will add 3.5 teachers to Wasson’s current staff allotment. These teachers will be assigned to the upper-level Academies (Arts, Law and Leadership, and Science/Math) to account for the integration of new classes to the curriculum as well as necessary program start-up support.

Additional staff will be required in the following areas:

Two teachers will lead the Freshman Innovation Academy.

One Master Teacher/AVID Coordinator will support the integration of AVID strategies school-wide and coordinate professional development and coaching opportunities.

One FTE and one part-time general education teacher (total 1.5 FTE) will be hired to account for the loss of Master Teacher sections.

One FTE College and Career Counselor will support a culture of post-secondary readiness.

One FTE Academy Coordinator will be charged with the direction of all three Academies, including curriculum and community partnership planning, professional development, marketing, and recruitment.

Two ESP will staff a dedicated study hall and yet-to-be-determined extra-hours support methods. ESP staff will be supplemented by a rotating group of content-area teachers.

Total Staff Additions:
4.5 Teachers

-
- 1 Counselor
 - 1 Academy Coordinator
 - 2 ESP staff

Pending the passage of the innovation plan, Wasson High School expects to restructure specific departments, using the following process:

1. Identify departments to restructure
2. Determine number of teachers assigned to each content area
3. Ensure teacher job descriptions for each position identified are accurate
4. Ensure Master Agreement articles have been followed or work with Joint Council to develop an MOU to accomplish tasks
5. Inform K-12 principals of Wasson's hiring plan
6. Communicate that positions will be posted to staff affected and let staff know timelines to interview.
7. Develop interview timelines to include posting positions, school interviews, making final recommendations for Board approval, notifying successful and unsuccessful candidates.

Multiple Career Paths

Wasson High School will employ three tiers of teachers to ensure the success of its students and the confidence of its teachers:

Career Teachers are in the classroom full time and attend cluster meetings once per week. They typically teach one or two academic subjects at multiple grade levels.

Mentor Teachers are in the classroom 75% of the time, lead a cluster meeting once per week and observe and coach teachers routinely. They are assigned to one subject area or learning academy and have demonstrated exceptional teaching skills.

Master Teachers are in the classroom 50% of the time, lead several cluster meetings per week and observe and coach several teachers each week. They are "department chairs" with a mastery of their academic subject and exceptional teaching skills.

All teachers will have the opportunity to enroll in District 11's new Leadership Academy, which will provide leadership training to advance participants through each of these career levels, and eventually up to the administrative level.

Teacher Professional Development

Wasson teachers will participate in 60 minutes per month of required professional development. Additionally, the school schedule will be restructured so that all teachers and support staff can experience job-embedded professional development each week. The sessions will be customized to each teacher's individual level of confidence in their subject area and will provide teachers with exciting new "tools for the toolbox." Potential topics for these sessions

include culturally responsive teaching, data-based decision making, curriculum development, team teaching, project-based learning, and 21st Century technology in the classroom. All teachers will participate in AVID strategies training throughout the year.

Teacher in-services will begin with an update of educational best practices as outlined by current research, and will progress to the application of key teaching skills as they relate to content acquisition. To further enhance the level of team dynamics within each core group of teachers and to ensure the greatest level of customization by the facilitators, teachers will be divided by subject area in three to five separate groups over the course of one day.

Every teacher at Wasson will have an Individual Professional Learning Plan, developed in coordination with their department head and school administration. Teachers will work in a core group of 4-5 teachers who share the same subject area and/or students (in the case of the Freshman Innovation Academy) for peer review and shared development.

Teacher Workshops and Experiences for the Academies

To enhance the Academy concept in Arts, Law and Leadership, and Science/Math, teachers in these subject areas will participate in additional teacher workshops and professional development experiences that correlate to their area of study. Working professionals from the community will volunteer their time to facilitate these sessions, which will include up-to-date news from the field along with a theoretical framework for the practical application of these concepts.

Each Academy will be directed by a *Professor Emeritus*, whose background is professional rather than educational. These professionals might include a retired lawyer or judge, a working artist from the community, or an engineering Ph.D. candidate on sabbatical.

Team Teaching

Wasson High School teachers will be divided into interdisciplinary Academy teams to support the Art, Law and Leadership, and Science Academies while supplementing the general education curriculum. An additional inter-Academy advising team will oversee the development of each academy and seek new ways to integrate specialized Academy curriculum into general education classes. These teaching teams will work with professionals from the community to create interdisciplinary projects that benefit Colorado Springs as much as Wasson High School – for example, the Environmental Science team might work with the Catamount Institute to study the impact of Fountain Creek clean-up efforts on local species of fish.

Teachers throughout District 11 are involved in Professional Learning Communities to improve their teaching skills. The term Professional Learning Community describes a group of school staff who shares a vision, work and learns collaboratively, visit and review other classrooms, participate in collective decision making regarding curriculum and teaching strategies, and analyze assessment results to better serve students. The benefits to the staff and students include a reduced isolation of teachers, better informed and committed teachers, and increased academic gains for students. The staff at Wasson is committed to maintaining

collaborative, purposeful Professional Learning Communities as a vehicle to develop best practices, create interventions for struggling students, and increase enrichment and acceleration opportunities for advanced students.

Performance Pay

As an option for providing performance-based pay to teachers, Wasson High School will explore the TAP System for Teacher and Student Advancement.

TAP is an innovative school reform that increases the number of talented and effective professional in schools. By focusing on attracting, retaining, developing and motivating outstanding teachers and principals—particularly in high-need schools—TAP creates a system for recruiting and retaining talent, as well as generating talent, through extensive professional evaluation and support. The TAP system includes four key elements: multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation. The strength of the TAP system is its completeness: rather than using one tool to improve teacher quality, TAP uses a comprehensive system.

The TAP program selects teachers for leadership roles; some are trained to be mentor teachers and others to be master teachers. Wasson will implement a structure for mentor and master teachers regardless of additional funding.

The role of the master teacher is primarily to work with the principal to analyze student data and create and institute an academic achievement plan for the school. Master teachers lead cluster groups (professional learning community) and provide demonstration lessons, coaching and team-teaching to career teachers. They also spend two hours a day teaching students. Master teachers work along side of the principal to evaluate teachers and share the responsibility of working with parents.

Mentor teachers are involved in enhancing and supporting the teaching experience of career teachers. They analyze student data and create the schools' academic achievement plan. They lead cluster meetings and provide classroom- based follow- up and extensive feedback on the instructional practices of career teachers.

A significant part of the TAP system involves performance-based compensation. Wasson will apply for available federal funding to financially support this program. In most TAP schools, the basic salary schedule remains in place. Salary augmentations are given to master and mentor teachers for their increased levels of responsibility and work. TAP recommends augmentations of \$5,000 - \$12,000 for mentor teachers and \$10,000 - \$20,000 for master teachers, depending on school and district budgets.

All TAP teachers are eligible for performance bonuses based upon their professional practices — as assessed by multiple, certified TAP evaluators — as well as their students' academic achievements and the school's overall academic progress during the school year. Unlike an across-the-board pay raise, this system rewards teachers for measurable improvements in their

teaching skills and their students' achievement, as well as for additional roles and responsibilities.

Recommended performance awards are allocated according to the following breakdown:

1. 50% Teacher evaluations based on Teaching Skills, Knowledge and Responsibility Performance standards.
2. 30% individual classroom achievement growth.
3. 20% School-wide achievement growth

Most TAP administrators are also eligible for performance pay. The most commonly used measures to determine additional pay are school-wide achievement gains and the quality of TAP implementation.

Wasson High School will pursue this program for implementation in 2010-2011. If this program becomes a reality for Wasson, the district may consider using Wasson as a model to evaluate how performance pay affects student achievement. The TAP program also recommends signing bonuses of \$1,800 to attract the best and brightest educators.

Attracting Additional Students

To combat the issues associated with Wasson’s declining enrollment figures and improve public perception of Wasson High School, School District 11 will implement the following marketing plan:

Action	Due Date	Owner	Stakeholders	Budget
Press Release- Write and distribute press releases and send to all local newspapers, magazines, television, and radio stations.	1 st Week of April	Elaine Naleski	Wasson Boundaries & Beyond	No cost
Network- Send letters announcing the latest transition news to all of the partnerships that have sent support letters.	1 st Week of April	Sean Dorsey	Partnerships Academy Coordinators	\$44.00
Wasson Alumni- Send letters to alumni to announce and celebrate the new transitions. Plan an alumni night to share the excitement of the new plan. Place an ad in the Gazette to attract alumni.	1 st Week of April.	Sean Dorsey, Elaine, Naleski, Mary Ley	Alumni, teachers, students	\$216.00 for 500 letters, including copying, labeling, envelopes, postage See if can be donated through Gazette Foundation or sponsored by Alumni
Kick Off – A week before school starts invite the community, D11 personnel, partnerships,	1 st week of August	Sean Dorsey, Elaine Naleski, Mary Ley, Jan Bowyer	Community, partnerships, students, staff, board members	Donations

Action	Due Date	Owner	Stakeholders	Budget
possible sponsorships, and alumni to visit the school to see and hear about the changes.				
Notify the Neighborhood- Train a group of students to be Wasson CSI ambassadors. Have volunteers and students canvas the Wasson neighborhood to leave flyers, and greet guests at all major functions.	Last week in April	Elaine Naleski, Sean Dorsey	Students. Wasson Neighborhood	3000 full color tri fold brochures - \$500.00
Use the Internet- Update the Wasson website and the District 11 site.	On going.	Sean Dorsey	Community	No cost
Channel 16- Create a documentary on the transition and play on Channel 16 as often as possible.	1 st Week of April	Sean Dorsey	Community	No Cost
Direct Mail- Send post cards to 8 th -11 th grade students in the Wasson boundary area.	2 nd week of April	Sean Dorsey, Elaine Naleski	Students	\$267.86
Public Service- Implement student community service opportunities as soon	Summer/Fall	Academy Coordinator	Students/community	No cost

Action	Due Date	Owner	Stakeholders	Budget
as possible to create a positive buzz about Wasson.				
Contacts -Principals, teachers, administrators will attend civic organizations, non profits, and churches, to speak about the new Wasson High School.	On going	Sean Dorsey	Community	No Cost
Local Community Events -Set up a booth at community events manned by students and teachers with take away information.	On going	Sean Dorsey	Community	No Cost
Print the staff new business cards - Encourage staff to saturate the community with them.	August -1 st staff meeting	Sean Dorsey	Staff	\$1,000
Banner -Designed to hang at the entrance of Wasson High School	Mid April	Sean Dorsey	Staff, students	3'x6' Vinyl \$100.00
Bus Benches	Mid April	Sean Dorsey, Elaine Naleski	Community	\$100.00 each Would like- 3- \$300.00
Lamar Digital Display by Powers and	Mid April	Sean Dorsey, Elaine Naleski	Community	\$500.00 for two weeks

Action	Due Date	Owner	Stakeholders	Budget
Galley 10'6"x 36' Computer Controlled Digital Billboard System				
Traditional Billboard	Mid April	Sean Dorsey, Elaine Naleski	Community	\$1,200 – negotiable on time
Downtown Colorado Springs- Produce small posters and put them in the windows of downtown stores.	Mid April	Sean Dorsey, Elaine Naleski	Community	\$50.00 for 100 11x17

Timeline for Completion

Action	Completion Date	Responsible Party
Phase 1		
Teacher Profile	1/29/10	Dorsey, DeGeorge, Human Resources
CTE Pathways Defined	2/1/10	Dorsey, McConnell, Wasson Staff
Faculty Votes on Innovation Plan	2/19/10	Dorsey, Wasson Staff
Business Plan	3/3/10	Dorsey, Sharp, Ley, DeGeorge
Innovation Plan	3/3/10	Dorsey, Sharp, Ley, DeGeorge
Partnerships/Internships Defined	3/3/10 (Ongoing)	Dorsey, Sharp, Ley, DeGeorge
CSEA acceptance of MOU	3/16/10	Dr. Thurman, Carlsen
Board Acceptance of Innovation Plan and Business Plan as Non-Action Item	3/17/10	Dorsey, BOE
Reconfiguration of Math, Science, Arts, and Social Studies Departments, including posting of positions	3/29/10	Dorsey, Wasson Admin and Staff
Complete Hiring for 2010/2011 -Academy Coordinator -Social Studies, Math, Science, and Arts	5/1/10	Dorsey, Wasson Admin and Staff
Identification and Approval of New Courses and Course Materials for Academies for 2010/2011	5/1/10	DeGeorge, Wasson Staff
Create New Master Schedule	5/1/10	Williamson, Wasson Staff
Complete Needs Assessment for Potential Incoming Students	5/1/10	Wasson Staff, District Content Facilitators
Design CSI Prep Academy -Based on student needs assessment. -Utilize elements of Freshman Seminar curriculum already developed. -Emphasis on content as well as literacy.	6/1/10	Wasson Staff, District Content Facilitators
Create Individual Professional Learning Plan for each teacher at Wasson	6/1/10	Wasson Admin, Staff, District Content Facilitators
Development of Building Professional Learning Plan-Year 1	6/1/10	SALT, Wasson BLT, and Staff
Completion of action plans to address building goals and initiatives	6/1/10	Wasson BLT

Action	Completion Date	Responsible Party
Phase 2		
1 st CSI Prep class	7/19/10	Wasson Staff
Develop Professional Development Plan for Wasson – Years 2 and 3	8/1/10	SALT, Wasson BLT, and Staff
Contract with Marzano, Heflebower for 2 year professional learning services	4/15/10	Dorsey, Keane, Procurement

Budget – Items Included in Current Costs

Wasson High School will strive to maintain a realistic and achievable budget to support its plans for revitalization. Several budget items will therefore be “phased in” over three years based on increased student enrollment numbers and the school district’s financial feasibility, including:

AVID: Using a cohort model, wherein lead AVID teachers coach their fellow staff members, will allow Wasson High School to implement AVID throughout the curriculum without increasing current AVID costs.

Response to Intervention: Response to Intervention programs and services are currently provided to Wasson High School through the school district; this model will continue, and be supplemented by the addition of one grant-supported FTE Interventionist to focus on freshmen and minority students.

Closing the Achievement Gap: Items under this heading will be provided for through grant funding provided by the CDE in 2010.

CSI Prep: Costs of implementation for the CSI Prep program will be phased in beginning in 2011-2012.

Innovation Academy: The Innovation Academy model will supplement the existing Freshman Academy at Wasson. Funding will continue to be provided by the school district at no additional cost.

Teacher professional development: The administrative staff at Wasson High School will restructure the existing professional development program to fit the new model of increased learning for all teachers. Supplemental programs such as the Culturally Responsive Teaching and Learning cohort will be provided for through grant funds.

Budget – Items to be Supplemented with Additional Funding

The following components will require additional funding from the school district and/or federal, state, and private grant sources:

“Green” plan components:

The grants department at School District 11 will assist Wasson staff in applying for competitive private grants to support “green” efforts such as energy-saving conversions, a comprehensive recycling program, and the installation and maintenance of community gardens.

Upper-Level Academies:

Arts – Wasson will purchase one Mac lab to supplement the digital and graphic arts curriculum and align to the educational opportunities provided at Galileo Middle School, at an estimated cost of \$50,000.00.

Law and Leadership – Wasson will purchase one mock courtroom for the Law and Leadership Academy, at an estimated cost of \$6,000.00 if constructed with labor from the school district.

Science – Wasson High School science courses will require the following: Physical Science textbooks and other instructional materials at an estimated cost of \$9,000.00. Earth Science textbooks and other instructional materials at an estimated cost of \$10,800.00. Life Science textbooks and other instructional materials at an estimated cost of \$5,000.00.

Additional supplies for all academies and 9-week seminars will be provided through supplemental grant funding.

TOTAL REQUESTED FOR ALL UPPER-LEVEL ACADEMIES:
\$80,800 in non-recurring costs

Certificate Programs/Concurrent Enrollment:

While some concurrent enrollment plans with Colorado Technical University and Pikes Peak Community College are paid for through the district, below are estimated costs for the **additional** Career Certificate programs Wasson will offer, beginning in 2011:

Biomedical Science - \$50,000.00 for the first year, \$25,000.00 annually thereafter

Criminal Justice – \$5,000.00 plus about \$500.00 in consumables annually

Emergency Medical Technician - \$20,000.00 for the first year, \$10,000.00 for the second year, \$1,500.00 in consumables annually thereafter

Water Distribution and Collection Systems - \$10,000.00 plus about \$1,000.00 in consumables annually thereafter

CAD – \$40,000.00 for the first year, \$1,500.00 annually

Drafting - \$12,000.00 for the first year, \$2,000.00 annually

TOTAL REQUESTED FOR ALL CAREER TECH PROGRAMS:
\$85,000 year one, **\$88,500** year two, **\$31,500** annually thereafter

Staffing Plan:

Two Master teachers to lead the Freshman Academy – calculated at \$49,762.00 annually + \$5,600.00 benefits + 14.85% taxes and PERA (\$7,389.00) = \$62,751.00 each {Note: One of these positions may be an FTE transfer}

One AVID Coordinator – calculated at \$49,762.00 annually + \$5,600.00 benefits + 14.85% taxes and PERA (\$7,389.00) = \$62,751.00 each

1.5 teachers to account for the reduction in course load for Master teachers – calculated at \$49,762.00 annually + \$5,600.00 benefits + 14.85% taxes and PERA (\$7,389.00) = \$62,751.00 each full time and \$31,375.00 part time

One FTE College and Career Counselor – calculated at \$49,762.00 annually + \$5,600.00 benefits + 14.85% taxes and PERA (\$7,389.00) = \$62,751.00 each {Note: This may be a Year 2 addition}

One FTE Academy Coordinator – calculated at \$73,452.00 annually + \$6,000.00 benefits + 14.85% taxes and PERA (\$11,798.00) = \$91,250.00

Two ESP to staff the dedicated study hall – calculated at \$12.51 hourly x 40 hours per week x 37 weeks (\$18,514.00)+ \$4,500.00 benefits + 14.85% taxes and PERA (\$3,417.00) = \$26,431.00 each (Note: One of these positions may be a Year 2 addition)

TOTAL REQUESTED FOR ALL ADDITIONAL STAFF POSITIONS:

\$305,933 year one, **\$183,308** additional year two

Performance Pay: School District 11 has identified and will pursue several potential funding streams to support the TAP program at Wasson High School.

Table 1: Estimated Additional Costs, Three-year Projection, Wasson High School

	Non-Recurring	Recurring		
	Year One/Two	Year One \$	Year Two \$	Year Three \$
General Fund				
Academy Costs				
Mac Lab	50,000			
Courtroom Costs	6,000			
Instructional Materials - Science	24,800			
Certificate Programs				
Biomedical	0	-	25,000	25,000
Criminal Justice	5,000	-	500	500
M - EMT	20,000	-	10,000	1,500
Water Distribution	10,000	-	1,000	1,000
CAD	40,000	-	1,500	1,500
Drafting	12,000	-	2,000	2,000
Staffing				
Teaching Positions				
- Freshman Academy (1.0 FTE)		-	62,751	62,751
- AVID Coordinator (1.0 FTE)		62,751	62,751	62,751
- Master Tchr Buyout (1.5 FTE)		94,126	94,126	94,126
- College & Career Couns (1.0 FTE)		-	62,751	62,751
ExecPro - Academy Coord (1.0 FTE)		91,250	91,250	91,250
ESP Positions - Study Hall (2.0 FTE)		26,431	52,862	52,862
TOTAL General Fund	\$167,800	\$274,558	\$466,491	\$457,991
		\$442,358		
Grants Fund				
- Freshman Academy (1.0 FTE)	47,851			
- Interventionist (1.0 FTE)	43,716			
- Culturally Response PD	39,440			
TOTAL Grants Fund	\$131,007	\$0	\$0	\$0

